## Iowa Core Curriculum

**DOMAIN: Behavioral Sciences** - the areas of sociology, anthropology and psychology. In addressing these disciplines the actions and reactions of humans are studied through observational and experimental methods.

### Standards
1. Understand the changing nature of society
2. Understand the influences on individual and group behavior and group decision-making
3. Understand how personality and socialization impact the individual
4. Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture
5. Understand current social issues to determine how the individual formulates opinions and responds to issues
6. Understand how to elevate social research and information

### 3rd to 5th Grade Learning Standards

<table>
<thead>
<tr>
<th>What students will <strong>Know</strong> (facts and concepts), <strong>Understand</strong> (principles and generalizations), <strong>Do</strong> (actions/skills and strategies)</th>
<th>&quot;I Can&quot; Statements in student language</th>
<th>Evidence of student learning</th>
</tr>
</thead>
</table>
| **Understand the changing nature of society.**
- Understand various institutions, ideas, values and behavior patterns change over time.
- Understand that the decisions of one generation provide the range of possibilities open to the next generation.
- Understand that human beings can use the memory of their past experiences to make judgments about new situations. | I can explain why societies change. | Observations, daily work, informal and formal assessments from the following chapters… |
| **Understand the influences on individual and group behavior and group decision-making.**
- Understand that people involved in a dispute often have different points of view.
- Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise.
- Understand that resolving a conflict by force rather than compromise can lead to more problems.
- Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results.
- Understand that family, groups and community influence the individual's daily life and personal choices.
- Understand stereotyping. | I can list factors that help influence decision-making. |
| **Understand how personality and socialization impact the individual.**
- Understand that various factors contribute to the shaping of a person's identity.
- Understand that human beings have different interests, motivations, skills, and talents.
- Understand the rights and responsibilities of the individual in relation to his/her social group.
- Understand various meanings of social group, general implications of group membership, and different ways that groups function. | I can explain how a person's identity develops. |
| **Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture.**
- Understand the fundamental concepts of growth and development.
- Understand learning and physical development affect behavior.
- Understand personal changes over time, such as those related to physical development and personal issues.
- Understand that language, stories, folktales, music, and artistic creations are expressions of culture.
- Understand that interactions among learning, inheritance, and physical development affect human behavior. | I can explain how culture develops over time. |
| **Understand current social issues to determine how the individual formulates opinions and responds to issues.**
- Understand that the way a person views an issue reflects personal beliefs, experiences, and attitudes. | I can list factors that help influence decision-making. |
| **Understand how to evaluate social research and information.**
- Understand the use of research procedures and skills to investigate an issue. | I can determine whether information is fact or opinion. |
**Domain:** Economics – study of production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.

**Standards**

<table>
<thead>
<tr>
<th>7. Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Understand the functions of economic institutions.</td>
</tr>
<tr>
<td>9. Understand how governments throughout the world influence economic behavior.</td>
</tr>
<tr>
<td>10. Understand factors that create patterns of interdependence in the world economy.</td>
</tr>
<tr>
<td>11. Understand that advancing technologies impact the global economy.</td>
</tr>
<tr>
<td>12. Understand that all economies throughout the world rely upon universal concepts.</td>
</tr>
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<tr>
<th>DOMAIN: Economics – study of production, distribution, and consumption of goods and services. The concept of scarcity is understood to mean that available resources are insufficient to satisfy the wants and needs of everyone. Economics is therefore founded upon the alternative use of available resources and the study of choices.</th>
</tr>
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<tbody>
<tr>
<td>Understand barriers to trade among people across nations.</td>
</tr>
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### Iowa Core Curriculum

#### 3rd to 5th Grade Learning Standards

**What students will Know (facts and concepts), Understand (principles and generalizations), Do (actions/skills and strategies)**

<table>
<thead>
<tr>
<th>Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies.</td>
</tr>
<tr>
<td>Understand that consumers buy less of products and services when prices go up and buy more when prices go down.</td>
</tr>
<tr>
<td>Understand that businesses are willing to sell more products and services when prices go up and less when the price goes down.</td>
</tr>
<tr>
<td>Understand the concept of unemployment.</td>
</tr>
<tr>
<td>Understand the importance of work.</td>
</tr>
<tr>
<td>Understand how competition among sellers results in lower costs and higher product quality.</td>
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</tbody>
</table>

**Understand the functions of economic institutions.**

- Understand that banks provide money to consumers and serve as the intermediary between savers and borrowers.

**Understand how governments throughout the world influence economic behavior.**

- Understand that the government pays for goods and services it provides by taxing and borrowing.
- Understand that all societies have developed economic systems and there are advantages and disadvantages to each type of system.
- Understand when consumers buy goods some of the money that goes to the business is used to pay for resources and taxes.

**Understand factors that create patterns of interdependence in the world economy.**

- Understand that when countries specialize they become more interdependent.
- Understand the impact of increasing economic interdependence in different regions of the world.
- Understand that local goods and services are part of the global economy.
- Understand the concepts of exports and imports.

**Understand that advancing technologies impact the global economy.**

- Understand that technologies have costs and benefits associated with them.
- Understand that new inventions reflect people’s needs and wants; and when these change, technology changes to reflect the new needs and wants.
- Understand that the design process is a series of methodical steps for turning ideas into useful products and systems.
- Understand that the manufacturing process includes designing product, gathering the resources, and producing a finished product.

**Understand that all economies throughout the world rely upon universal concepts.**

- Understand that there are producers and consumers in all economies.
- Understand supply and demand in various types of economies.
- Understand that production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.
- Understand how nations throughout the world have joined with one another to promote economic development and growth.
- Understand barriers to trade among people across nations.

### "I Can" Statements

<table>
<thead>
<tr>
<th>&quot;I Can&quot; Statements in student language</th>
</tr>
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<tbody>
<tr>
<td>I can explain how supply and demand affects prices and daily life.</td>
</tr>
<tr>
<td>I can explain the role of banks in saving/borrowing.</td>
</tr>
<tr>
<td>I can explain how governments collect and use taxes.</td>
</tr>
<tr>
<td>I can give examples of economic interactions between countries.</td>
</tr>
<tr>
<td>I can explain how technology affects the global economy.</td>
</tr>
<tr>
<td>I can give examples of some economic concepts that are universal.</td>
</tr>
</tbody>
</table>

### Evidence of student learning

- Observations, daily work, informal and formal assessments from the following chapters...
- How Does Our Economy Work?
- How Does Global Trade Affect Our Community?
- Cities of the West
- NE Tour: 4.8 Hershey, PA
- Pop Density 5.5 Making a Living
- The Declaration of Independence
- The Diverse Peoples of the West
- Comparing Colonies

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**3: Our Community and Beyond**

**How Does Global Trade Affect Our Community?**

- Cities of the West
- NE Tour: 4.8 Hershey, PA
- Pop Density 5.5 Making a Living

**4: Regions of Our Country**

- The Declaration of Independence
- The Diverse Peoples of the West
- Comparing Colonies

**5: America’s Past**

- The Declaration of Independence
- The Diverse Peoples of the West
- Comparing Colonies
**DOMAIN: Geography** - study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.

**Standards**

13. Understand the use of geographic tools to locate and analyze information about people, places, and environments.
14. Understand how geographic and human characteristics create culture and define regions.
15. Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
16. Understand how physical processes and human actions modify the environment and how the environment affects humans.

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<th>3” to 5” Grade Learning Standards</th>
<th>“I Can” Statements in student language</th>
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</table>
| **Understand the use of geographic tools to locate and analyze information about people, places, and environments.**  
- Understand political, topographical and historical maps, aerial photos and maps.  
- Understand the use of mental maps to organize information about people, places, and environments in a spatial context.  
- Understand the concepts of title, legend, cardinal directions, distance, grids.  
- Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.  
- Understand the spatial elements of point, line, area and volume.  
- Understand the representations of major physical and human features on maps and globes.  
**Understand how geographic and human characteristics create culture and define regions.**  
- Understand the characteristics of regions-physical and cultural.  
- Understand regions change over time and the causes and consequences of these changes.  
- Understand ways regional, ethnic, and national cultures influence individuals’ daily lives.  
- Understand how people from different cultures think about and deal with their physical environment and social conditions.  
- Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.  
**Understand how human factors and the distribution of resources affect the development of society and the movement of populations.**  
- Understand causes and effects of human migration.  
- Understand reasons for the growth and decline of settlements.  
- Understand density and scarcity in terms of human settlement.  
- Understand the relationship between population growth and resource use.  
- Understand the concepts of renewable and non-renewable resources.  
- Understand recycling.  
- Understand the relation between economic activities and natural resources in areas.  
**Understand how physical processes and human actions modify the environment and how the environment affects humans.**  
- Understand the characteristics of places are shaped by physical and human processes.  
- Understand humans interact and adapt to the physical environment.  
- Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good.  
- Understand laws and policies that govern the environment.  |
| I can use multiple tools to locate and learn about people and places.  
**I Can** Statements in student language  
I can explain how the geography of a region affects the way people live.  
I can give examples of how the use of available resources helps shape people’s lives.  
I can explain how people and the environment affect each other.  |
| Observations, daily work, informal and formal assessments from the following chapters…  
3: Our Community and Beyond  
Where in the World is Our Community?  
Where in the United States is Our Community?  
What is the Geography of Our Community?  
How are People around the World Alike and Different?  
Whose Planet is it, Anyway?  
RF4: “One Immigrant’s Story”  
RF5: “Many People, Many Ways of Life”  
RF8: “Making Mail Faster”  
4: Regions of Our Country  
Exploring Regions of the United States  
Population Density and Life in the NE  
Effects of Geography on Life in the SE  
Agricultural Changes in the Midwest  
A Case Study in Water Use  
Researching Your State’s Geography  
RF12: “Exploring the Pacific Crest Trail”  
RF13: “Portland, Oregon: Green and Clean”  
5: America’s Past  
Geography of the United States  
American Indians and Their Land  
American Indian Cultural Regions  
The Diverse Peoples of the West |
Iowa Core Curriculum

**Domain: History** - study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.

### Standards

17. Understand historical patterns, periods of time and the relationships among these elements.
18. Understand how and why people create, maintain, or change systems of power, authority, and governance.
19. Understand the role of culture and cultural diffusion on the development and maintenance of societies.
20. Understand the role of individuals and groups within a society as promoters of change or the status quo.
21. Understand the effects of economic needs and wants on individual and group decisions.
22. Understand the effects of geographic factors on historical events.
23. Understand the role of innovation on the development and interaction of societies.
24. Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

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<tbody>
<tr>
<td><strong>Understand historical patterns, periods of time and the relationships among these elements.</strong></td>
<td>I can explain why cultures change over time.</td>
<td>Observations, daily work, informal and formal assessments from the following chapters...</td>
</tr>
<tr>
<td>• Understand similarities and differences between various civilizations within a time period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand problems, issues, and dilemmas of life in the past and their causes.</td>
<td>I can explain why people create governments and why governments change over time.</td>
<td>3: Our Community and Beyond</td>
</tr>
<tr>
<td>• Understand differences in life today compared to life in the past.</td>
<td>I can describe how cultures change because of the movement of people and ideas.</td>
<td>How Do People Become Part of Our Country?</td>
</tr>
<tr>
<td>• Understand causes and effects of events within a time period.</td>
<td>I can give examples of how one person or group can have an impact on a community.</td>
<td>How Do People Improve their Communities?</td>
</tr>
<tr>
<td><strong>Understand how and why people create, maintain, or change systems of power, authority, and governance.</strong></td>
<td>I can explain how needs and wants affect decision-making.</td>
<td>4: Regions of Our Country</td>
</tr>
<tr>
<td>• Understand groups and institutions work to meet individual needs and the common good of all.</td>
<td>I can explain the effects of geography on historical events.</td>
<td>The Peopling of the United States</td>
</tr>
<tr>
<td>• Understand that belief systems affect government policies and laws.</td>
<td></td>
<td>Agricultural Changes in the Midwest</td>
</tr>
<tr>
<td>• Understand the consequences of governmental decisions.</td>
<td></td>
<td>A Case Study in Water Use</td>
</tr>
<tr>
<td><strong>Understand the role of culture and cultural diffusion on the development and maintenance of societies.</strong></td>
<td>I can explain why cultures change over time.</td>
<td></td>
</tr>
<tr>
<td>• Understand ways culture has influenced interactions of various groups.</td>
<td></td>
<td>NE Tour: 4.5, 4.9, 4.12, RF</td>
</tr>
<tr>
<td>• Understand ways culture affects decisions of a society, group or individual.</td>
<td>I can explain why people create governments and why governments change over time.</td>
<td>RF5: “Inventing New Ways of Living”</td>
</tr>
<tr>
<td>• Understand major historical events and developments that involved interaction among various groups.</td>
<td>I can describe how cultures change because of the movement of people and ideas.</td>
<td>SE Tour: 6.4, 6.7, 6.9, 6.10, RF</td>
</tr>
<tr>
<td><strong>Understand the role of individuals and groups within a society as promoters of change or the status quo.</strong></td>
<td>I can give examples of how one person or group can have an impact on a community.</td>
<td>MW Tour: 8.5, 8.7, RF</td>
</tr>
<tr>
<td>• Understand roles of important individuals and groups in technological and scientific fields.</td>
<td>I can explain how needs and wants affect decision-making.</td>
<td>SW Tour: 10.8, 10.10, RF</td>
</tr>
<tr>
<td>• Understand that specific individuals had a great impact on history</td>
<td></td>
<td>West Tour: 12.2, 12.4, 12.10</td>
</tr>
<tr>
<td>• Understand people, events, problems, and ideas that were significant in creating the history of their state.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand how democratic values have been exemplified by people, events, and symbols.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understand the effect of economic needs and wants on individual and group decisions.</strong></td>
<td>I can explain why cultures change over time.</td>
<td></td>
</tr>
<tr>
<td>• Understand factors that shaped the economic system in the United States.</td>
<td>I can explain why people create governments and why governments change over time.</td>
<td></td>
</tr>
<tr>
<td>• Understand that economic activities in the community have changed over time.</td>
<td>I can describe how cultures change because of the movement of people and ideas.</td>
<td></td>
</tr>
<tr>
<td>• Understand that the types of work local community members do have changed over time.</td>
<td>I can give examples of how one person or group can have an impact on a community.</td>
<td></td>
</tr>
<tr>
<td><strong>Understand the effects of geographic factors on historical events.</strong></td>
<td>I can explain how needs and wants affect decision-making.</td>
<td></td>
</tr>
<tr>
<td>• Understand varying landforms and geographic features and their importance in the development of communities.</td>
<td>I can explain the effects of geography on historical events.</td>
<td>5: America's Past</td>
</tr>
<tr>
<td>• Understand seasons, climate, and weather, environmental change and crises affect social and economic development.</td>
<td>I can give examples of how technology has influenced history.</td>
<td>Early English Settlements</td>
</tr>
<tr>
<td>• Understand major land and water routes of explorers.</td>
<td>I can explain how cause and effect influence events and issues.</td>
<td>Tensions Grow Between the Colonies and Great Britain</td>
</tr>
<tr>
<td><strong>Understand the role of innovation on the development and interaction of societies.</strong></td>
<td>I can explain why cultures change over time.</td>
<td>The Diverse Peoples of the West</td>
</tr>
<tr>
<td>• Understand the influence of cultural, scientific, and technological decisions on societies.</td>
<td>I can explain why people create governments and why governments change over time.</td>
<td>The Causes of the Civil War</td>
</tr>
<tr>
<td>• Understand ways science and technology have changed the way people think about the natural world</td>
<td>I can describe how cultures change because of the movement of people and ideas.</td>
<td>All chapters have something that connects.</td>
</tr>
<tr>
<td>• Understand that the use of technology in the local community has changed over time.</td>
<td>I can give examples of how technology has influenced history.</td>
<td></td>
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</tbody>
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**DOMAIN: Political Science / Civics** - study of power and authority through the examination of political processes, governmental institutions, and human behavior in a civil society. In this context the study of civics is understood to include the form and function of government. Civic literacy encompasses civics but also addresses the individual’s social and political participation.

**Standards**

25. Understands the rights and responsibilities of each citizen and demonstrates the value of lifelong civic action.
26. Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.
27. Understand the purpose and function of each of the three branches of government established by the Constitution.
28. Understand differences among local, state and national government.
29. Understand the role of the United States in current world affairs.

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<tr>
<td>Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.</td>
<td>I can explain the differences between a citizen’s rights and responsibilities.</td>
<td>Observations, daily work, informal and formal assessments from the following chapters…</td>
</tr>
<tr>
<td>Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.</td>
<td>I can explain how our current government is based on the Constitution.</td>
<td>3: Our Community and Beyond How Do People Become Part of Our Community? What are the Public Services in our Community? Who Works at City Hall? How Do We Have a Voice in Our Community? RF2: “Eagles, Flags, and Midnight Parades” RF6: “Helping a Community in Need”</td>
</tr>
<tr>
<td>Understand the purpose and function of each of the three branches of government established by the Constitution.</td>
<td>I can explain the purpose and function of the three branches of government.</td>
<td>4: Regions of Our Country Researching Our State’s Government NE Tour: 4.4 and 4.8-4.12 SW Tour: 10.9 Austin</td>
</tr>
<tr>
<td>Understand the differences among local, state and national government.</td>
<td>I can describe the differences among local, state and national government.</td>
<td>5: America’s Past To Declare Independence or Not The Constitution The Bill of Rights</td>
</tr>
</tbody>
</table>